

Appreciative Inquiry Training to Improve Career Maturity as a Working Capital in Students

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Abstract

Career maturity is defined as the ability to complete career development stage. Career maturity requires appropriate intervention, one of which is Appreciative Inquiry. Appreciative inquiry is a intervention that aims to explore positive individual experiences for work readiness. This study aims to determine the effect of Appreciative Inquiry training on student career maturity. The subject of the research was 54 students of the 2017 class year at the Faculty of Psychology Undip, divided into two group (experiment and control) by random assignment. Measurement data using career maturity scale and analyzed by Mann U Whitney test. The results on the posttest data between the experimental and the control group showed a significant difference ($Z = -2,385$; $p = 0,017$; $p < 0,05$). The experimental group had a higher result ($M = 176.19$; $SD = 16.52$) than the control group ($M = 167.15$; $SD = 5,383$). This explains that the Appreciative Inquiry training can be used to improve career maturity in students.

Keywords: Career maturity, appreciative inquiry, students

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Introduction

Unemployment is still a social problem in Indonesia, and finding a job is still not an easy problem. The world of education actually has a dominant role to participate in overcoming the problem of unemployment, but in reality it is precisely the educated people who contribute much to the unemployment rate. This can be seen from the number of educated unemployed in Indonesia. Central Java Central Statistics Agency (BPS) data shows that in 2013 the number of unemployed people in Central Java reached 1.02 million with 0.62% of them open unemployment with an age range covering children aged 15 years and over (Gliemourinsie, 2016). Furthermore, at the national level BPS recorded that in August 2014 there were 9.5% (688,660 people) unemployed who were alumni of tertiary institutions, and the majority were SI graduates (Gewati, 2016). The

high unemployment rate is a dilemma, because the difficulty of absorption into the world of work is becoming increasingly severe. In general, the causes of unemployment are due to limited employment and lack of skills. Setiawan (2006) argues that Higher Education needs to prepare students to face challenges in life after graduation. The university has the responsibility to make students not only as job seekers, but also can open or create jobs (entrepreneurship).

Quality human beings with high abilities will only be created through the education process (Isjoni, 2006). This means that education is an investment that in the long run has the highest rate of return. As a nation, Indonesia already has an education system that is strengthened by Law No. 20 of 2003. The problem is the current education system effective in educating the Indonesian nation to become a modern nation; has high competitiveness in the midst of 21st century global competition. In terms of capability, experts in Indonesia are inadequate to participate in global competition. In terms of education, some of the workforce (53%) have no education. Those with basic education as much as 34%; secondary education 11%; and those with high education are only 2% (Suyanto & Hisyam, 2000). These conditions indicate that our global competitiveness is still low. The UNDP report on the Human Development Index (HDI) in 2005 which showed that Indonesia ranks 110th out of 174 countries. In fact, at the regional level namely in several neighboring ASEAN member countries, Indonesia is still far behind: Singapore is ranked 34; 36th Brunei Darussalam; 52nd Thailand; 53rd Malaysia. With this condition, it is natural that research conducted by PERC (Kompas, 2003) shows that the quality of Indonesia's workforce is in line with African countries, or in other words occupies the position of 95 of the 110 countries surveyed. In connection with the problem of the low level of HDI Indonesia, it is necessary to handle college graduates in order to have high work readiness because the world of work always demands professionalism from the existing workforce. The reality is, at present the workforce in Indonesia is largely unprofessional in their respective fields, that is, of the 2% highly educated workforce, most of them are unable to balance the demands of professionalism in the world of work. Seeing this situation is certainly understandable if HDI Indonesia is in a low position.

Seeing that human resources in Indonesia are still low in capacity, of course it needs to receive overall attention. A world that is experiencing rapid progress in economics and technology must be anticipated by the younger generation, especially students. Change and progress in a world that

continues to increase, of course, will have an impact on changing patterns of individual career needs and problems that are increasingly complex. The immediate needs of the intended change movement include: (1) planning career-oriented post-secondary education; (2) obtaining general skills in competency, work adaptation, and work improvement so that they are able to keep up with changes in the world of work after they become adults; (3) emphasizing the importance of work values; (4) planning ways to occupy oneself at work as part of overall career development (Hyot & Wickwire, 2001); and (5) requires career information that is fast, accurate, easy, and innovative so that it has a solid career orientation that can ultimately make career decisions (Sexton et al. in Whiston, 2000).

Individual readiness in making the right career decisions is termed "career maturity" (Super in Sharf, 2006; Riyadi, 2006). Career maturity is marked by six things, namely: (1) involvement in career planning activities; (2) the desire to explore and obtain career information; (3) has adequate knowledge about making decisions; (4) has knowledge of some work and work world information; (5) explore the preferred work; and (6) be realistic in making career decisions. Based on the results of interviews with a number of students at Undip Psychology, when researchers taught students of the class of 2017, showed inadequate career maturity. The students are still confused about what they should do when they graduate and graduate. Some say that it is a matter for later, it is still far to think about, in fact, there are students who when asked about their future after graduating from Undip, only laugh then confusion. They also feel anxious when they have to compete for work with graduates from other universities. Even when they are asked for self-branding, they tend to lack confidence to convey their strengths and weaknesses.

The conditions experienced by students today are not in line with the opinions of Creed and Patton (2003) which state that a person's parameters have career maturity that is competency from the aspect of attitude and adequate competency towards a career in order to make the right decision for its future. If the above phenomenon is specifically analyzed based on the concept of Super career maturity (Riyadi, 2006), the observed students, from the attitude dimension, tend not to have future planning; not involved in career development activities; and in general they have minimal encouragement to seek further information about career opportunities from the majors and programs they are studying in college. Therefore, it is natural that some of them have

unrealistic future career decisions. That is, judging from the competency dimension, they do not have adequate knowledge and understanding of themselves. This was compounded by a lack of knowledge about how to develop career planning strategies. Then, they also lacked the expertise related to their majors, and even, their background or purpose in choosing the majors they were not sure where they were going was taken.

Planning for achieving long-term goals. Furthermore, it was stated that career planning programs throughout the life span aimed at: (1) setting career goals; (2) identifying various career competencies; (3) set a time to achieve career goals; and (4) determining the parties who will control the career. The presence of career counseling programs in tertiary institutions cannot be denied or hindered again. Various needs to meet achieving career development, especially career orientation as a determinant of career decision readiness and real strategies to overcome student career problems, are increasingly clear in importance. Considering this, there is no reason for career development, especially student career maturity, to be left alone, to pass away, and to run by itself. They need direction, guidance and even counseling to stimulate the development and stabilization of their career orientation optimally according to the level and distinctive characteristics of the development in its path. For this reason, training designed to improve career maturity of students in this study is appreciative inquiry training.

Appreciative inquiry is a transformation effort that aims to explore positive individual experiences and then direct them to achieve a brighter future. Appreciative inquiry comes from the word appreciative which means efforts to respect oneself and take wisdom from experience and the word inquiry which means the process of continuous investigation (Whitney & Trosten-Bloom, 2007). The goal of the appreciative inquiry approach is a change in the cognitive aspects of individuals where cognitive is an important component in the formation of emotional experiences, modifications to the cognitive component will result in behavioral changes (Beck, et al., In Sitepu, 2013). Previous research has shown that appreciation inquiry has an impact on the development of Psychological Capital (PsyCap) (Verleysen, Lambrachts, & Van Acker, 2015).

Appreciative inquiry plus training was designed aim to find strength and student ability and how that power can be managed in the future. When strength it has been realized that it will be more easily

increase that capacity in the future and stimulates the emergence of other new powers. Appreciation given the current performance will can drive success in the future future. Appreciative Inquiry can be implemented into four stages (Whitney & Trosten-Bloom, 2007), i.e. discovery, dream, design, and destiny. Fourth this stage can explore the potential and the positive power of the individual so that the individual can recognize yourself so you can enhance positive thoughts and experiences individual. Increased positive thinking accompanied by the exploration of dreams and ideals mind, then will encourage birth a positive spirit to do small steps that are meaningful in realizing future conditions that are desirable (Chapagain, in Cahyono & Koentjoro, 2015).

Research on Appreciative Inquiry is very familiar among famous organizations, such as a research conducted by Cahyono and Koentjoro (2015), but the application in the world of education has not been done much. One that has been done is the Appreciative Inquiry training conducted by Lohmay, Triyono, and Ramli (2017), but the training was conducted to Middle school students. Based on these studies, researchers consider appreciative inquiry is very big role in the development and change and it does not rule out the appreciation approach will be successfully used as an approach in solving career maturity problems for students in University. Based on the description above, the researcher then wants to find out the effectiveness of the appreciative inquiry training on student career maturity.

Based on the description above, researcher then want to know the comparison the effect of the appreciative inquiry training to improve student career maturity. That hypothesis submitted in this study, there are differences in career maturity level after Appreciative Inquiry Training in the experiment group and control group.

Method

Participants

The subjects used in this study were students of the 2017 Faculty of Psychology Undip, with a total of 54 students. In the experimental group there were 27 students and in the control group there were 27 students. Determination of groups is done by random assignment.

Measurement

The measuring instrument used is the scale of career maturity, based on the theory by Super (Winkel, 2012). The career maturity scale has a reliability coefficient $=0,914$. The following is an explanation of the Aspects and Indicators of Career Maturity Scale:

Table 1
Aspects and Indicators in Career Maturity Scale

Aspects	Indicators
Being able to assess self-condition is associated with job selection	Able to recognize the advantages and disadvantages of self
Try to explore job information	Able to adjust between abilities and job choices
	Understand the importance of getting information about the field of work
	Trying to get information about work
Can make plans about work	Understand the importance of work planning
	Able to make plans related to job selection decision making
Can make decisions in the selection of work	Having the stability to make decisions
	Being able to determine the choice of occupations

These aspects and indicators are then arranged into a blueprint scale that also contains a composition of favorable and unfavorable items. The number of items owned by the career maturity scale is 56.

Table 2
Blue Print Career Maturity Scale

ASPECT	INDICATORS	AITEM		TOTAL
		F	UF	
Being able to assess self condition is associated with job selection	Able to recognize the advantages and disadvantages of self	10,24,43	13,28,33	6
	Able to adjust between abilities and job choices	1,26,38,50	6,12,45,52	8
Try to explore job information	Understand the importance of getting information about the field of work	5,11,16	25,36,42,55	7
	Trying to get information about work	27,46,49,51	3,9,19	7
Can make plans about work	Understand the importance of work planning	22,34,40,44	31,37,47	7
	Able to make plans related to job selection decision making	2,18,29	7,15,20,53	7
Can make decisions in the selection of work	Having the stability to make decisions	8,30,35,54	17,48,56	7
	Being able to determine the choice of occupations	14,23,41	4,21,32,39	7

The intervention applied in this research is Appreciative Inquiry. Appreciative Inquiry is an approach or method for dealing with change, such as in organizations, systems, culture and so on. This approach uses methods such as reflection, understanding, and exploration to develop strength. Appreciative Inquiry aims to help someone to see the positive strengths that they have and together build a vision by collaborating with the parties concerned to realize what the person dreams of. There are six reasons for the need to use appreciative inquiry, including (1) building relationships that allow people to be known in their relationship roles; (2) creating opportunities for people to be heard; (3) produce opportunities for people to dream, and to share their dreams; (4) creating an environment where people can choose how they contribute; (5) making people wise in choosing and support for action; (6) encourage and enable people to be positive.

Appreciative Inquiry consists of four stages, namely (1) Dream; (2) Discovery; (3) Design; (4) Destiny (Whitney & Trosten-Bloom, 2010). Discovery stage is a broad and cooperative search to

understand "what's best" and "what works", includes the positive strength, role model, knowledge, collective wisdom, unplanned change. Dream stage is an excavation that gives strength to "what is possible". This stage is when each person raises their hopes and dreams. This is the time to dream of great possibilities, great, and beyond the limits that have been reached in the past. Design stage is a series of provocative propositions which in their statements describe the ideal condition or "what should be". They recollect what they have found and dreamed of and then choose elements that have a large impact, this stage specifically focuses on commitment and the future direction of individuals. The benefits of implementing appreciative inquiry are optimizing the available resources, building confidence to act creating meaningful actions and building constructive relationships (Setiawan, 2016).

Appreciative inquiry which was popularized by David Cooprrider in 1987 through his dissertation, is not new in the realm of international organizations, well-known companies, and Non-Governmental Organizations (NGOs). Appreciative inquiry is an approach that has been proven successful in increasing proven human resources in well-known organizations, companies and NGOs, such as UNESCO, GTE, ILO and the American Red Cross. However, it is unfortunate in the realm of education as a source that creates a productive generation that is not yet familiar with appreciative inquiry. Based on this, researchers are interested in raising the approach of appreciative inquiry to become one of the approaches in increasing career maturity. In terms of psychology, appreciative inquiry uses positive psychology as a basis in this approach, by looking at the positive strengths that a person has not weaknesses, but does not rule out weaknesses that are owned by individuals. The application of Appreciative Inquiry uses four methods from constructivist learning theory, namely (1) Problem Based Learning; (2) Problem Solving; (3) Mind Mapping; (4) Guided Findings

Design

The research method used was an experimental research design, namely pretest posttest control group design. The design of this study conducted a pretest and posttest. Interventions in the form of Appreciation training are only given to the experimental and the control group as a comparison group, not given the method. This design uses random assignment as a proactive historical control

Result

Based on the implementation of the Appreciative Inquiry training given to Undip Psychology students class of 2017, the following are the results of the scores through the measurement of career maturity scale, for before and after the implementation of the training:

Table 3
Score of Pretest and Posttest

Exprerimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
173	178	170	160
207	209	189	170
167	213	160	164
203	171	170	180
168	140	168	160
182	179	174	178
165	162	158	170
179	176	170	168
164	181	168	164
180	163	176	172
174	165	172	164
184	182	176	170
163	164	160	160
189	186	178	170
165	170	172	163
167	163	160	168
177	193	172	170
185	175	185	168
165	169	165	164
164	189	164	168
183	190	183	172
183	179	183	168
215	205	215	172
163	172	163	164
164	156	164	168
158	160	158	160
163	167	163	158

Based on the data above, then the data will be analyzed. The results of testing with Mann U Whitney test are presented in the following table:

Table 4
Participants Ranks Data

	Group	Total Sample	Mean Rank	Sum of Ranks
Appreciative Inquiry	Experiment	27	32.59	880.00
	control	27	22.41	605.00
	Total	54		

Table 5
U-Mann Whitney Table Test Statistics

	Appreciative Inquiry
U-Mann Whitney	227.000
Wilcoxon W	605.000
Z	-2.385
Asymp. Sig. (2-tailed)	.017

The results of U-Mann Whitney Test on the posttest data between the experimental group and the control group showed a significant difference ($Z = -2,385$; $p = 0.017$; $p < 0.05$). The experimental group had a higher level of positive character ($M = 176.19$; $SD = 16.52$) than the control group ($M = 167.15$; $SD = 5.383$). This explains that the research hypothesis (H_a) is accepted, the application of Appreciative Inquiry training can be used to enhance career maturity in students.

Discussion

Based on the results this result, that has been proven then to prepare for career maturity in students requires a directed and continuous guidance process. As explained by Santoso (2009) which states that guidance is a continuous and systematic process of giving assistance from mentors to mentors in order to achieve independence in self-understanding, self-acceptance, and self-

direction as well as self-realization in achieving optimal levels of development . Shertzer & Stone (in Winkel & Hastuti, 2006) formulates guidance as a the process of helping individuals to help themselves and other people in the environment.

Achievement is not easy, and effort and guidance are needed to achieve the future well. The process of increasing career maturity is always related to self-recognition, work knowledge, elections, and decisions about career (Crites, 1996; Patton & Creed, 2003; Paulsen & Betz, 2004). Career is one of the important aspects in human life, as a way to meet needs and improve the welfare of life. Careers are not only for the fulfillment of economic needs, but also a means of individual self-actualization as well as a vocation of life. Careers are not only related to the physical aspects, but also aspects of individual psychology (Winkel & Hastuti, 2006) so individuals need to plan and prepare a career carefully from an early age to get a career in accordance with their talents, interests, values, and abilities.

Appreciative Inquiry conducted by researchers in this study was conducted based on a group approach. Gibbons (2009), states that group views on various issues will provide different perspectives and encourage each other more positively. By expressing their feelings and experiences, participants can find something about themselves, receive support and give confidence from other group members. This is consistent with what was stated by Gibbons (2009), that the many views will increase the likelihood of new and complete responses, ideas or solutions significantly.

One method used in the group approach is sharing session after each exercise ends. Sharing information in groups is more effective, especially if there are innovations arising from participants. Then the information can be immediately shared used without the need for complicated communication (Gibbons, 2009). The role of the facilitator is only to direct and summarize the results of sharing by the participants.

Cognitive research participants were assumed to be able to accept and understand the material provided (Zheng, Marsh, Nickerson, & Kleinberg, 2020). This was evidenced by observations of participants who seemed active and enthusiastic in participating in each training session, in working

on worksheets, discussions and exercises. Another thing that appears is the activity of participants in expressing their opinions and experiences, raising questions to the facilitator related to the material and giving comments and responses to the material and opinions of other participants or facilitator.

The material presented in the Appreciative Inquiry was concluded to be in accordance with the benefits felt by the research subjects. This can be seen from the results of the evaluation at the end of the implementation as well as from discussions about the perceived benefits as an intervention check in the form of focus group discussions. The evaluation results showed that aspects of the training such as the content of the material, the facilitator, the learning process and the facilities and location were considered good by the coaching participants. The training participants' opinions obtained from the comments column generally state that the Appreciative Inquiry Coaching provided is very beneficial for self-development, makes participants more confident, raises enthusiasm in life and duty and can be applied.

Conclusion

The conclusions of this study are Appreciative Inquiry Coaching is proven to be able to increase career maturity in students as working capital. Openness and activeness of participants in undergoing the training process causes participants to be able to find their own ways of solving the problems encountered. Appreciative Inquiry material can be used as a way to minimize the level of work stress by identifying life experiences, finding a positive core of self (assets, capacities, abilities, resources and strengths), imagining the future, designing improvement efforts and setting parameters of action to design actions to realize his dream. The success of coaching is also influenced by the ability of the facilitator in delivering material and the ability to establish relationships with participants.

Based on the research that has been done, the advice proposed from this study is that Educators and students also need to be equally aware that they need to work together to prepare for career maturity in students. Therefore, the importance of continuous education and training to develop and strengthen the character values needed to become a mature individual career.

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